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ABSTRACT

This final performance report for Groton Public Library's Project LIFT (Libraries Involve Families Today), an outreach program designed to promote literacy among low-income families, begins with a section that provides quantitative data. The role of the library in the project is then described; participating organizations and sites used are listed; and Project LIFT is discussed. An attached narrative report, written by Natalie J. Hinshaw, discusses the accomplishments of Project LIFT during 1992-93, focusing on the activities of a roving storyteller who conducted story hours at Head Start, day care, and family support centers, and presented workshops for adult audiences. Anecdotal evidence is used to show that the project realized its goals--to motivate children, parents, and caregivers to read together and to reach adults who have reading difficulty by allowing books to flow to them through their preschoolers. Statistics are included on sites visited, registrants, story hours, and other programs. Proposed and actual expenditures are compared. (MES)

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Groton Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

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FINAL PERFORMANCE REPORT

for

LIBRARY SERVICES AND CONSTRUCTION ACT
TITLE VI
LIBRARY LITERACY PROGRAM

(CFDA No. 84.167)

U.S. Department of Education
Office of Educational Research and Improvement
Library Programs

Washington, DC 20208-5571

ED G50-34-P

Part I: General Information

1. Organization that received grant:

Groton Public Library
52 Route 117
New Town Road
Groton, CT 06340

2. Report preparers:

Alan G. Benkert
Director of Library Services (203) 441-6750

Jane Glover
Children's Services Coordinator (203) 441-6750

3. Grant Number R167A20386

4. Grant amount awarded: $32,619.50

Grant amount expended: $32,201.22

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
___ between 10,000 - 25,000
_X_ between 25,000 - 50,000
___ between 50,000 - 100,000
___ between 100,000-200,000
___ over 200,000

2. What type of project was this? (Check as many as applicable)

___ Recruitment
___ Retention
___ Space Renovation
___ Coalition Building
___ Public Awareness
___ Training
___ Rural Oriented
_X_ Basic Literacy
___ Other (describe)_____
___ Collection Development
_X_ Tutoring
___ Computer Assisted
___ Other Technology
___ Employment Oriented
___ Intergenerational/Family
_X_ English as a Second Language (ESL)

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
___ Hearing Impaired
___ Visually Impaired
___ Learning Disabled
___ Mentally Disabled
___ Workforce/Workplace
___ Inmates of Correctional Institutions
___ Other (describe) _____
___ Homebound
___ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
___ Intergenerational/Families
_X_ English as a Second Language

4. If this project involved tutoring, what tutoring method was used?

___ Laubach _X_ LVA ___ Michigan Method
___ Orton-Gillingham ___ Other (describe)

5. If this project involved tutoring, how was it provided? (check as many as applicable)

_X_ one-on-one tutoring _X_ small group instruction
___ classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? ___ yes _X_ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? ___ yes _X_ no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

___ bibliography
___ curriculum guide
___ training manual
___ public relations audiovisual
___ training audiovisual
___ recruitment brochure
___ resource directory
___ evaluation report
___ survey
___ newsletter(s)
___ other (describe)
_____
_____

Part III: Narrative Report

1. See attached report "Project Lift" by Natalie J. Hinshaw.

2. See attached budget information from grant application and "Status of LIFT Grant 9/30/93".

3. See attached report "Project Lift" by Natalie J. Hinshaw.

4. As in year one, the Groton Public Library has been a resource site as well as being an integral part of the implementation process of Project L.I.F.T.

The library continues to be a source of reading materials, including literacy materials, and also functions as a referral agency for adults and children who are participants in the L.I.F.T. program.

The library helps to implement the project in a variety of ways. It provides parking space for the L.I.F.T. van. It provides meeting rooms and work spaces for people processing books and doing all of the other support work which is necessary to maintain the "bookmobile" aspect of the project. All record keeping is done at the library, as well as staff training and all administrative functions. The library also functions as the public relations center for the project. In effect, the library provides the base from which the L.I.F.T. Project reaches out into the community.

5. Sources of Administrative Group

Literacy Volunteers of Greater New London
New London, Connecticut

Thames Valley Council for Community Action
Norwich, Connecticut

Groton Public Library
Groton, Connecticut

Stonington Library
Stonington, Connecticut

People from these organizations actively participated in the planning and implementation of the L.I.F.T. Project.

6. Libraries

Groton Public Library
Groton, Connecticut

Public Library of New London
New London, Connecticut

Head Start Centers

Groton Head Start
40-1/2 Central Avenue
Groton, CT 06340

Gillis Head Start
40-1/2 Central Avenue
Groton, CT 06340

Hempstead Head Start
11-1/2 Home Street
New London, CT 06320

Higgins Head Start
11 Home Street
New London, CT 06320

Day Care Centers

Nuestra Casa Day Care Center
171 Hempstead Street
New London, CT 06320

Shaw Cove Day Care Center
22 Moore Avenue
New London, CT 06320

St. Andrew's Day Care Center
Fort Hill Road
Groton, CT 06340

Church

A Mother's Place
Second Congregational Church
45 Broad Street
New London, CT 06320

mailing address:
c/o Shoreline V.N.A.
P.O. Box 517
Niantic, CT 06357

7. The Federal project has had a beneficial impact on Groton Public Library. It has increased and supplemented the outreach

capabilities of the library. It continues to support the library's literacy programs, and increases the awareness of the community about the various literacy and other library services available. It also increases the level of business as community members use the literacy and referral services offered. A variety of other agencies have contacted the library for information about the project, and have requested that the services provided by the L.I.F.T. Project be expanded to include services to their agencies and clients.

NATALIE J. HINSHAW *Storyteller*
176 Water Street • Stonington, CT 06378 • (203) 535-1415

September 30, 1993

PROJECT LIFT

(October 1, 1992—September 30, 1993)

I. The Story

Project LIFT (Libraries Involve Families Today) was an outreach program designed by TVCCA, LVA and the Groton Public Library to promote literacy among low-income families in Groton and New London, Connecticut. A small van, known as the "LIFT-mobile," was leased and fitted out with bookshelves to become a library-on-wheels. I was employed as the "Roving Reader." During the fall, winter and spring I visited 15 headstart, day care and family support centers where I conducted a total of 183 story hours for adults and children. In the summer I visited five sites and did 39 story hours. I also conducted 23 other programs, including workshops and activities for adult audiences. During the year a total of 13,512 books were circulated (ie: over 27,000 books checked out and in!), and another 1208 books were given away to participants who earned them. (See addendum for details.)

Our goal was to motivate children, parents and care givers to read together, and to reach adults who have reading difficulty by allowing books to flow to them through their preschoolers. Though the numbers show how many books we put out there and how many people we reached, these figures do not tell the whole story. That comes from the participants themselves. We purposely were not structured like a school: no one was required to participate. Although we had captive audiences, no one was obligated to take out a book.

In the first year of the program (1992-93) some parents were reluctant to register for our program, though the children were eager to gobble up the books. Some parents commented "We have too many books at home." "We don't need books." "We don't have time for reading." As the program got underway, these comments turned to "Can't you come more often?" "When are you coming back?" "I wish you'd come in the summer, too." or "Antonio misses the books."

This year, registration at the sites I visited the previous year was handled by the centers themselves as a part of their regular program registration. For new registrations, I found talking to parents one-on-one was far more effective than explaining our program to parents' meetings. To meet the parents and care givers,

I arrived at the centers early and greeted them when they brought in the children.

Families learned respect and responsibility for the books they borrowed and earned. Almost everyone returned their books one way or another. Each child earned a green ticket for every book returned, which then allowed him/her to check out another book. We applauded the child as s/he came up to receive the ticket, and I shook their hands. The children experience reward for success as well as a lesson in eye-contact.

When books were not returned, the child received a yellow slip, a sad slip, to remind the family that books were overdue. Then we discussed what that meant: "you still have two books at home, so love them some more and bring them back next time so you can get two more books." Some books were lost, ripped and "over-loved," but no one was ever reprimanded for that. I asked only that the child tell me what happened. After that, we considered the books returned, and s/he could take out two more books. As a colleague once said, "What's the worst thing that can happen? Someone has a book to read."

The children learned very quickly about responsibility, and they were empowered. When I arrived at a center, they would greet me with hugs and "Miss Natalie, I brought my books back!" "Miss Natalie, I forgot my books." or "... my mom will bring them later ... my little sister ripped up my books ... my mom threw my books away..." Sometimes a child was devastated because s/he forgot the books. But we always talked about it, and the books were back the next time or I knew what became of them. A staff member said, "You don't know how wonderful it is for the parents who work full time to have these books. It's hard to get to the library after a full day's work." Another mother reported "Now Destiny has her own books like her older brothers and sisters who bring books home from school. We're all reading. We love it. No TV!" A father said, "Stephen made me read four books last night."

Besides the story hours and book check-out time with the children and parents, a vital part of the program was one-on-one interaction and being sensitive to the individual's needs. Many of our accomplishments came spontaneously during meal time, craft time and even in the parking lot. One day, while eating lunch with the children, Shatondra, who had been a discipline problem all morning, started telling me her story about her soon-to-happen move south to live with her grandmother. Her mother couldn't take care of her and work too, she told me. After lunch we found her a book, "Teddy Bear's Moving Day," and some others for her to take with her and share with grandmother. You cannot measure something like this—but you know you have made a difference in a child's life.

Another day Tiffany refused to take out books. I talked to her at lunch and discovered that she wanted a special book, *Rapunzel*, which she couldn't find. Since she was too young to read, she did not know how to search for a similar book. I showed her other fairy tales, and she went home happy with two new books.

One story hour, while I was "doing" *The Very Hungry Spider*, by Eric Carle, as usual I invited staff, parent and child participation. The children always jump right in, but often it is difficult to involve parents and staff. One mother refused to participate when it came to swallowing the fly. I urged her to enter in, but she balked. I let this go, thinking my own negative thoughts. But as the story moved on, she began to participate in an exciting way and I thought to myself, "See what I've accomplished!" Later she said, "I hate flies. We have too many of them at home." Then I realized that, like children, adults also have hidden agendas. I discovered how important it is not to make judgements but instead to be sensitive to each indi-vidual's needs and feelings.

One of my favorite centers to visit was "A Mother's Place" in New London. Here I was able to work with moms without threatening them with a literacy program. They enjoyed the books so much that they took on the task of checking them in and out, giving me time not only to do story hours for their children, but also to offer special programs for adults. During a doll making workshop for the mothers I shared the picture book *Abuela*, by Arthur Dorros. As we made grandmother dolls, one mother said "I loved that book you read. I never had anyone read to me before." Later the director, Barbara Montgomery, told me that this was the first time that particular mother had joined in and participated with the group.

Two of the mothers from "A Mother's Place" also helped me at other sites, and were particularly involved with helping themselves as well as their children. "What can I do to prepare my child for Headstart?" Diane asked me. "Are there any workbooks?" "Just read as much as you can with your child," I responded. It was as if "Is that all?" For those mothers who had not been read to when they were children, it was apparent that reading to their children was a very new experience; they were amazed at how much the little ones loved it. So many mothers told me how many books they read with their children and how much the children loved it. The results of the reading together program we started in January showed the extent of the parent involvement. Bean and Sabrina's mother said proudly "I built a special shelf for the books we earned; for only the ones *I* read to them."

At the Groton Public Library I gave a literary awareness workshop and book give away to parents and children from Groton and Gillis Headstart. My approach was not to tell them what to do, but to share stories and talk about the joys of

reading. I used one story in particular, "Chew Your Rock Candy," created by fellow storyteller and colleague Doug Lipman (found in his *Spinning Tales, Weaving Hope: Stories of Peace, Justice & the Environment*) which tells how to get rid of a monster. Kim Jones, who is an LVA student and now a teacher's aid at Groton Headstart, loves that story and now tells it with the children. After I told the story in the workshop, Kim told the group that her "monster" had been her own inability to read, and that by going to LVA she had been able to get rid of this monster. A courageous thing to do.

I did a story hour for toddlers at El Centro de la Communidad while their parents were in an ESL class. After the story hour, I observed the adult class, and it brought back memories of when I first lived in El Salvador and then Mexico; and how I struggled to learn a new language as an adult. I remembered how easy this was for my children—but not for me! Then I recalled how much I was helped when I discovered my own children's books. I told the El Centro parents my story in Spanish and asked if they would like me to bring them stories and books. We then added bilingual books to our multi-cultural collection and a new door opened. I spent an hour with 32 ESL students every two weeks while their teachers were in a staff meeting. We exchanged stories comparing cultures. I would read in English and they would read in Spanish. I encouraged everyone to read at least one paragraph. Many had trouble reading on an adult level in their own language, and some said they could not read. But once urged to do so, their eyes lit up as they discovered that they could read and enjoy children's books. One day during the morning coffee break I observed three men who had resisted taking out books give up their social time and become engrossed in reading.

Teresa told me how much she enjoyed reading to her grandchildren and how much it helped her with her English. Ismail also told how reading helped his English. One mother said that she couldn't read the books her children brought home from school, but now she could share stories in Spanish with them. We became good friends. At the end of the school year I was honored to be invited to the El Centro annual dinner and awards night, and to share in their successes. Today I exchange greetings with my new friends all over New London.

This summer at Winthrop the community room was not available for my program on the last day, so I set up a table in the back of the building and opened the doors to the book van. Children flocked to get books. They sat down on the asphalt to enjoy them and then came back for more. Carmen, a pregnant lady, climbed on board the van, squeezed between the book crates, and spent the afternoon reading with her littlest child on her lap. While 35 or more kids sat around

reading and shell decorating, parents were hanging out the windows of the building watching and talking. Anna, a friend from El Centro, called down "Hola, Natalie. Cuando regressas al Centro?" (Hi, Natalie. When are you coming back to El Centro?)

These stories go on and on. While it is difficult to measure these achievements in concrete terms, it is clear that we had a very successful and meaningful program. LIFT was an ***illiteracy prevention*** program that crossed cultures, crossed generations and touched the lives of many people. And I also learned much from the staff, children, parents and care givers, who were often siblings no more than five years old and up. With so many single parent families, and parents who work full time, sometimes holding two jobs, an illiteracy prevention program is a vital part of a child's early years. The daycare providers and staffs I worked with have expressed on numerous occasions how valuable my input of books and crafts and stories have been to their centers and programs. They need our continued support.

Respectfully submitted,

Natalie S. Hinshaw

Natalie Hinshaw,
"Roving Reader"

PROJECT LIFT

October 1, 1992 - September 30 1993

Sites visited: 19
Registrants: 645

New London:

Hempstead Headstart - A.M. session (17 registrants)
Hempstead Headstart - P.M. session (17 registrants)
Higgins Headstart - A.M. session (17 registrants)
Higgins Headstart - P.M. session (17 registrants)
Nuestra Casa Daycare - (53 registrants)
A Mother's Place - (20)
Shaw Cove Daycare - (32)
El Centro de la Communicad - (53)
Homebased group at Hempstead - (8)
Winthrop Family Support Center - (58)

Groton:

Groton Headstart Daycare - (17)
Gillis Headstart - A.M. session (17)
Gillis Headstart - P.M. session (17)
Homebased group at Groton Headstart - (8)
Homebased group at Gillis Headstart - (8)
Groton Parks and Recreation Summer program:

Mary Morrison - (105)
Pleasant Valley - (30)
Eastern Point - (77)
Claude Chester - (74)

Storyhours: 222

fall/winter/spring: 183
summer: 39

Other Programs and Workshops: 23

2 Parent meetings to introduce LiFT program

Hempstead and Higgins Headstart at N. L. Public Library
10 parents attended

Groton and Gillis Headstart at Groton Public Library
12 parents attended

Reading Together Program: 92 families participated. Read 5 books with your child, fill out blue sheet and return to Roving Reader.

271 books earned.

Parent Volunteers: 19 parents helped Roving Reader check in and out books.

57 books earned.

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2 Literacy awareness workshops and book give-away at Groton Public Library for parents and children of Gillis and Groton headstart:

6 parents attended
43 children

2 Literacy awareness workshops and book give-away for parents and children at Hempstead and Higgins Headstart.

16 parents
15 children

1 Literacy awareness workshop & book give-away for parents and children at Nuestra Casa

no parents
34 children

2 Story hours for parents and children of Groton and Gillis Homebased groups at their Christmas Parties.

30 parents
16 children

3 Doll making workshops with stories and literacy awareness for Mom's at A Mother's Place.

24 mothers

Storytelling and book give-away for the Mom's at A Mother's Place.

8 mothers

Christmas stories and crafts at Winthrop Family Support Center:

10 children ages 6-10

Bi-lingual Christmas storytelling and sing-along at El Centro de la Communidad.

37 participants

Speaker and Storyteller at First Annual Appreciation Breakfast for Team Members of The S. E. Connecticut Child Protection Council.

20 members

Read-a-tell-athon: Children and parents participated in group storytelling at the Garde Arts Theatre. Together we earned $500.00 to support our 20 minute program.

120 participants

Storytelling with flannel boards workshop for the staff of T.V.C.C.A. Daycare.

45 participants

Storytelling with flannel boards workshop for the staff of T.V.C.C.A. Headstart.

53 participants

Roving Reader attended by invitation the annual awards and dinner at El Centro de la Communidad.

We were invited to display the LIFT multi-cultural book collection at the Whole Child Conference in March 1993

PART III - BUDGET INFORMATION
FY 1991
LSCA VI - Library Literacy Program

Check one: _____Applicant is a State library

_x_Applicant is a local public library

Budget by Category

		FEDERAL LSCA Title VI	OTHER SOURCES
A.	Salary and Wages	$	$
B.	Fringe Benefits	$	$
C.	Travel	$	$
D.	Equipment	$	$
E.	Supplies	$ 1,049.50	$
F.	Contractual Services	$ 6,600.00	$
G.	Library Materials	$ 9,000.00	$
H.	Other	$ 15,970.00	$
I.	Total Direct Charges (add lines A - H)	$ 32,619.50	$
J.	Indirect Charges (%)	$ -0-	$
K.	TOTAL PROJECT COSTS (add lines I and J)	$ 32,619.50	$
L.	Program Income	$	$

Project LIFT
Budget Information
Library Literacy Program

E.	Supplies		
	1. craft supplies	$ 500.00	
	2. book boxes		
	25 @ $18.00/box	450.00	
	3. 750 cards and pockets	19.50	
	4. 750 LIFT book stickers	45.00	
	5. 400 LIFT library cards	35.00	$ 1,049.50
F.	Contractual Services		
	lease of van		6,600.00
G.	Library Materials		
	750 titles @ $12.00/volume		9,000.00
H.	Other		
	1. fees for services - $12.00/hr.		
	x 20 hrs./wk. x 52 wks.	12,480.00	
	2. 1,000 postage stamps	290.00	
	3. copying		
	2,000 copies @ $.10/copy	200.00	
	4. book processing		
	750 books @ $2.00/book	1,500.00	
	5. gasoline		
	1,000 gal. @ $1.50/gal.	1,500.00	15,970.00
		TOTAL:	$32,619.50

LIFT GRANT FY 1992–93
STATUS OF LIFT GRANT 9/30/93

		PLANNED	ADJUSTED	EXPENDED	BALANCE
E. Supplies	1049.50				
1. Materials (storage units, petty cash, etc.)		969.50	969.50	341.56	627.94
2. Printing		80.00	80.00	234.64	–154.64
F. Contractual Services	6600.00				
1. Lease of van		6600.00	5496.00	5496.00	0.00
2. Van logo		0.00	88.00	88.00	0.00
3. Van towing charge		0.00	0.00	30.65	–30.65
G. Library Materials	9000.00	9000.00	10016.00	12605.98	–2589.98
H. Other	15970.00				
1. Professional Fees					
A. Natalie Hinshaw		12480.00	12480.00	11182.00	1298.00
B. Conference on Storytelling, Simmons College		0.00	0.00	85.00	–85.00
2. Book processing fees					
A. Cynthia Miffitt		1000.00	1000.00	1385.64	–385.64
B. Margaret Leary		500.00	500.00	560.00	–60.00
3. Copying		200.00	200.00	10.65	189.35
4. Postage		290.00	290.00	20.74	269.26
5. Fuel		1500.00	1500.00	160.36	1339.64
	TOTAL:	32619.50	32619.50	32201.22	418.28